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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): September 12 – September 16**  **Week 3** | | | |
| **Curriculum Area:**  **Fairy Tales and Folk Tales** |  | | | | | | **I Can Statements /Learning Targets**  I can answer questions about important details in a text. I can make new words. I can retell a text using important details in the text | | | |
| **Common Core Standards & Essential Standards** | **RL1.3:** Describe characters, setting and major events in a story, using key details. **RI1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RL 1.7**-Use the illustrations and details in a story to describe its character, setting, or events. **RI 1.7-**Use the illustrations and details in a text to describe its key ideas. **W1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **RF1.2d**: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **SL1.1a**. Follow agreed-upon rules for discussion. **L1.1j S**imple sentences and compound declarative, interrogative, imperative, and exclamatory sentences. **L.2.b.** Use end punctuation for sentences **L1.2a** Capitalize dates and names of people. | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **How are the characters important to the story? How can the pictures and illustrations help me to understand the story? Why is it important to follow the rules and procedures? Why do writers revise?** | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.) These need to be specific to the text you are using in the classroom. | | **Technology Standard TT1.1 Use a variety of technology tools to gather data and information TT1.3 Use technology tools to present data and information** | | | |
| **Vocabulary:**  Academic/Content | Author illustrator illustration characters describe details information (add more vocabulary according to the text being used) | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Review I Charts  Students should read a variety of texts with clear beginning, middle, and end to facilitate identification of story elements, especially characters | **Read To Someone**  Introduce EEKK (elbow to elbow, knee to knee)  *If students are ready for this station.* | | | | **Listen to Reading** | | **Word Work** | | **Work on Writing**  Review I Chart for WOW |
| **Monday**  Holiday/no school | **Whole Group** | | | **Small Group/Partner** | | | | | **Independent Work** | |
| **Tuesday**  **Bring in a nonfiction book or magazine to pair with the fictional story.**  **Social Studies-Bring in books about China and share some facts about the Chinese culture. Preview to Wednesday’s story-Lon Po Po** | **Whole Group**  **Read Aloud**: Teacher’s Choice  **Comprehension**: Little Red Riding Hood  Identify and describe characters  **Word Work**: Segment sounds activity-model how to segment sounds and have students to repeat. RF1.2d  **Writer’s Workshop** Model how to add more details about the action or character to story.  **Daily 5**-Review charts and Read to Someone (build stamina) | | | **Small Group/Partner**  Segment Sounds (online)  **RF1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  Bubble map-Describe the character in the story-Discuss with your partner or table group | | | | | **Independent Work**  Daily Five stations   * Read to Self-Read the pictures or read the words * Work on Writing-Write complete sentences * Read to Someone-EEKK | |
| **Wednesday**  Integrate information about China. Make the connections or have the students to make the connections. | **Whole Group**  **Read Aloud**:  **Comprehension**: Lon Po Po  Describe major events (Flow map)  **Word Work**: Segment sounds activity-model how to segment sounds and have students to repeat. Say it Move it!  **Daily Five**-Review I Charts for the stations-Read to someone-continue to build stamina  **Writer’s Workshop** Model how to revise/share/conference with students | | | **Small Group/Partner**  Segment Sounds (online)  Make new words  Partner activity  Readworks activity on characters  Share story with partner (Sit and turn) | | | | | **Independent Work**  Daily Five stations   * Read to Self * Read to Someone * Work on Writing-respond to topic or question for the day, write sentences, words or practice handwriting | |
| **Thursday**  **Subject Integration:**  **Social Studies** | **Whole Group**  **Read Aloud**: Teacher’s Choice  **Comprehension: *Jack and the Beanstalk***  Identify the problems in the story.  **Word Work**: Segment sounds-Model Say It! Move It!  **Daily Five**-Review I Charts for the stations. Continue to build stamina  **Writer’s Workshop**: Model/Continue to conference with student | | | **Small Group**  Segmenting Sounds (online)  Partner Activity: Use the pictures to describe and discuss the character in the book  <http://www.fcrr.org/studentactivities/c_001a.pdf>  <http://www.fcrr.org/studentactivities/c_011a.pdf> | | | | | **Independent Work**  Daily Five stations   * Read to Self (Draw a picture of the main character/write a sentence or words) * Work on Writing- respond to questions, print words or sentences as directed or practice handwriting * Read to Someone-EEKK   What would you buy with Jack’s Beans? | |
| **Friday**  **Assess as needed**  **Review rules and procedures daily.** | **Whole Group**  **Read Aloud**: Teacher’s choice/Reread ***Jack and the Beanstalk***  **Comprehension**: assessment  **Word Work**: Segment Sounds  **Daily Five**-Practice how to pick a book with your partner  **Writer’s Workshop:** Celebrate students’ writing | | | **Small Group**  Segmenting Sounds (online)  Common weekly assessment on segmenting sounds | | | | | **Independent Work**  Daily Five stations   * Read to Self * Read to Someone * Work on Writing-respond to topic from the teacher, print words and sentences or practice handwriting   Writing-share with partner | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Materials and Resources: Lon Po Po** [**https://www.scholastic.com/teachers/sites/default/files/asset/file/janfairytales.pdf**](https://www.scholastic.com/teachers/sites/default/files/asset/file/janfairytales.pdf)  [**http://www.scholastic.com/teachers/lesson-plan/lon-po-po-chinese-fairy-tale-lesson-plan**](http://www.scholastic.com/teachers/lesson-plan/lon-po-po-chinese-fairy-tale-lesson-plan)  **Jack and the Beanstalk** [**http://www.learnnc.org/lp/pages/3574?ref=search**](http://www.learnnc.org/lp/pages/3574?ref=search)  **Phonemes** [**http://www.readwritethink.org/classroom-resources/lesson-plans/building-phonemic-awareness-with-120.html?tab=4#tabs**](http://www.readwritethink.org/classroom-resources/lesson-plans/building-phonemic-awareness-with-120.html?tab=4#tabs)  **Nonsense words** [**http://www.theresourcefulroom.com/2013/10/nonsense-word-fluency-freebies.html**](http://www.theresourcefulroom.com/2013/10/nonsense-word-fluency-freebies.html)  [**http://www.readworks.org/lessons/grade1/genre-studies-fairy-tales**](http://www.readworks.org/lessons/grade1/genre-studies-fairy-tales)  **http://www.fcrr.org/studentactivities/literature\_K1.htm** | | | | | | | | | | |